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ABSTRACT

The overall objective of the Program for Alternative Careers in Education (PACE) is to develop an alternative model of teacher preparation that prepares individuals to function as educators in the widest possible variety of educational institutions including public and private human service institutions, social welfare agencies, communication agencies, the arts, and alternative public and private schools. The core of the program is a student-designed learning contract, developed in consultation with faculty advisors, which includes provision for an ongoing supervised internship in alternative educational and human service agencies. Students have available learning resources consisting of seminars, on-the-job internships, workshop training sessions with faculty, seminars offcampus in the local communities of the city and metropolitan region, and independent study. (JD)

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Division of Education
Herbert H. Lehman College
City University of New York

PROGRAM FOR ALTERNATIVE CAREERS IN EDUCATION (PACE)

COMPREHENSIVE EXPLANATION

A. DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

The purpose of this curriculum is to offer students an alternative model of teacher preparation that emphasizes the integration of field experiences with academic work and introduces students to alternative careers as educators in human services. The Program operates on the premise that education is a function of all non-public school agencies which share in the development of an educated citizenry from birth to death.

This Program utilizes experiences which emphasize teaching people to learn how to learn in order to be prepared to pursue careers in a wide range of educational areas such as museums, hospitals, mental health centers, performing arts and fine arts programs, senior citizen centers, pre-school programs, special education programs, alternative secondary schools, drug rehabilitation programs, and media arts programs. It places special emphasis on internship and community learning experiences which will prepare students for educational careers in alternative non-public school agencies as well as public schools.

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B. OBJECTIVES AND GOALS

The overall objective of the Program is to develop an alternative model of teacher preparation that prepares individuals to function as educators in the widest possible variety of educational institutions including public and private human service institutions, social welfare agencies, communication agencies, the arts, and alternative public and private schools. To achieve this objective, the following sub-goals are incorporated:

- to offer students the opportunity to assume responsibility for their personal goals and means for achieving them through the attainment of performance-based competencies;
- to create a personalized, supportive learning community;
- to prepare educators to be facilitators of learning rather than dispensers of information;
- to promote the concept that everyone in the educational enterprise is a learner - teachers, administrators, and students;
- to integrate field work with College activities through a system of liaison between College and agency staff for both supervision of student interns and curriculum research and development.

The Program attempts to create a close knit "learning community" of faculty, students, school personnel, community representatives and agency representatives. This "learning community" operates according to the principle of participatory self-governance.

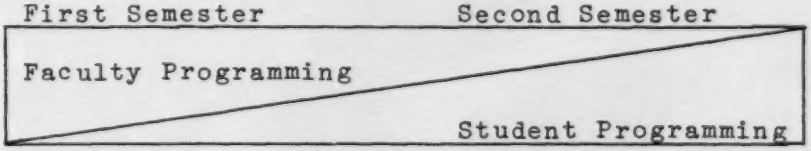
Students have available learning resources consisting of seminars, on-the-job internships, workshop training sessions with faculty, seminars off-campus in the local communities of the City and the metropolitan region, and independent study. Central to the Program is a learning contract developed by individual students in consultation with faculty.

The actual operation of the PACE Program is fluid and flexible. Workshops, lectures, and seminars are planned and offered as needed. They may be of any duration and sequence as determined by the PACE community. They are generally given in broad areas of interest and concern which are used to develop skills in the understanding of the learning process and curriculum development. There is regular attention throughout the Program to the following areas, with an effort to develop in students the abilities indicated:

- Organization of Learning: the ability to select, sequence, and present content in a form that is appropriate to a particular program, and stimulating and clear to students. This ability includes a basic understanding of child and adolescent development, curriculum readiness, and learning styles in different educational settings.
- Assessment of Student Functioning and Achievement: the ability to diagnose student learning needs and to evaluate student achievement. This ability includes a basic understanding of the principles of tests and measurements, as well as an awareness and appreciation of the values and problems involved in utilizing standardized tests.

- Management of Groups and Educational Environments: the ability to work in both large and small group settings. Students are expected to develop skills in leading group discussions, working with small groups, developing various types of classroom environments (i.e. open classroom, formal classroom, lecture, informal work groups, etc.). This ability includes a basic understanding of Group Dynamics and Classroom Ecology.
- Dynamics of Interpersonal Relations: the ability to work with individuals in educational/supportive situations. Students develop the ability to question, listen, motivate, and support learning and personal development. Each also develops self-awareness and the ability to use himself/herself as a teaching instrument.

Initial programming responsibility to achieve student competencies is assumed by the faculty. It is expected that sometime before the end of the first semester students will assume shared responsibility for program development and planning. A model of the process of shared program development is illustrated below:



With the guidance of a faculty member, students design a learning contract which includes competency objectives selected from the four curriculum areas of the Program. At the end of each semester, the student's work is evaluated in each curriculum

area and graded on a pass/no credit basis. The number of credits earned at the end of each semester is dependent on actual amount and quality of work accomplished.

Students develop a learning contract at the outset of the Program under which they agree to seek the basic learning goals of the Program. These goals may be modified, according to the student's own needs and interests, as the student progresses through any or all of the above activities. An important component of this kind of learning is evaluation through feedback and self-assessment based on standards arrived at through joint efforts of all students. Although the student is responsible for his own learning, the staff has a major responsibility for providing the student with feedback on his performance in goal setting and goal achievement.

C. PERSONNEL INVOLVED

A major assumption of PACE is that the educational enterprise should be an open rather than a closed system. Specifically, in this instance, this assumption means that there are personnel resources inside and outside the Division of Education and Lehman College that ought to be available to students. It was decided, therefore, that the Program should employ a staff-student ratio of approximately one full time staff member for ten students, each enrolled for a minimum of 12 credits per semester. City University grants to encourage curricular diversity and volunteer services are used to give the students specialized seminars and workshops. The present personnel involved are as follows:

Professor Bernard Flicker, Lehman College, Full Time, Program Director

Professor Frederic Callahan, Lehman College, 3/4 Time

Professor Ronald Ellis, Lehman College, 1/2 Time

Ms. Nana Koch, Research Assistant on CUNY Grant, 1/2 Time

Plus - 15 agency supervisors who act as field supervisors for PACE students for 2-3 days per week

D. BUDGET

The Program is funded by Lehman College through the College's assumption of faculty salaries. The Program has received the Chancellor's Grant for Curricular Diversity from City University of New York for three consecutive academic years: 1975-76, 1974-75, and 1973-74. The total amount of money received from this Grant, $47,304, was used to pay for program development, research, evaluation, hardware, software and clerical assistance.

The present budget, based on faculty salaries, is $59,490.

E. CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

The PACE Program has developed a model of teacher education which has been meeting its objectives through a consistent ongoing evaluation and feedback technique which has allowed the Program to make changes needed to meet its goals. Students have reacted positively to the challenge of participating in a program in which they share in the development and implementation of curriculum. Agency supervisors have welcomed PACE students as interns and reported that they have been among the

most committed and conscientious interns at their agencies. The Program began as an experimental program with a limited life, but has been established as a regular program of the Division of Education by the Lehman College Senate and the Board of Higher Education of the City University of New York. In addition, the Program competed against proposals from both liberal arts and education faculties at CUNY for the Chancellor's Grant for Curricular Diversity, and succeeded in winning this award for three successive years.

F. EVALUATION METHODS AND RESULTS

The Program is in the midst of conducting an internal evaluation of the achievement of its goals. Preliminary results indicate the following:

1. Approximately twenty Program graduates have either obtained employment in alternative career agencies or entered graduate school.
2. Careers for PACE graduates included the following:
   - Assistant Director of Literacy Training Program for Prisoners
   - Director of a Senior Citizen Center
   - Director of a Community Center After School Program
   - Teacher/Parent in a Group Home for Disturbed Children
   - Counselor in a Drug Rehabilitation Program
   - Music Teacher in an Alternative Elementary School
3. Graduate Schools accepting PACE students included the following:
   - Law
   - Education
   - Guidance
   - Social Work
   - Special Education
   - Media

In addition, the Program has been evaluated by external evaluators:

1975-76, The Institute for Social Analysis, headed by Dr. Fritz Ianni of Teachers College, Columbia University

1974-75, The Institute for Social Analysis, headed by Dr. Fritz Ianni of Teachers College, Columbia University

1973-74, Center for the Study of Human Relations, Dr. Donald Snider of New York University School of Education.

Each evaluation was extensive and based on interviews and questionnaires gathered from all Program participants and staff to determine if the Program was meeting its basic goals. Evaluation results basically confirmed that the Program was meeting its goals and made suggestions for strengthening the Program by improving supervision of student interns by College staff. These suggestions have been implemented.

Division of Education
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PROGRAM FOR ALTERNATIVE CAREERS IN EDUCATION (PACE)

Summary

The Program for Alternative Careers in Education prepares undergraduate liberal arts majors to function as educators in a wide range of educational and human service institutions.

Students and faculty design and implement program activities to help achieve performance-based competencies which they can demonstrate through performance. Students choose from learning resources consisting of seminars, workshops, tutorials, independent study, and off-campus activities which tie in to the achievement of competencies. The competencies are broken down into generic categories which aim at giving one the skills to become an educational facilitator who helps people learn how to learn.

The core of the program is a student-designed learning contract, developed in consultation with faculty advisers, which includes provision for an on-going supervised internship in alternative educational and human service agencies.

The program exposes students to alternative agencies which offer career opportunities as educators in non-traditional "teacher" roles. Students also become competent in creating new careers where none now exist and in convincing agencies of the need for new career development which translates into jobs. Since the program began in 1973, agencies have hired students who have completed internships.

Students spend two full days at the College in the Program and two to three days at agencies. Evaluation of student achievement is an ongoing process shared by all parties to skill development - students, faculty and agency supervisors. Students take all their Education courses through the program and, if they elect to do so and achieve necessary competencies, receive certification for teaching in elementary or secondary school.